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Quality management of online learning environments:

A condensed guide to building distributed leadership for the quality management of online learning environments

A resource produced by the project *Building distributed leadership in designing and implementing a quality management framework for online learning environments*

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Deakin University (Lead institution)
Associate Professor Dale Holt (Project leader)
Associate Professor Stuart Palmer
Mr James Quealy
Ms Judy Munro

Macquarie University
Associate Professor Ian Solomonides
Associate Professor Maree Gosper

RMIT University
Mr Amgad Louka
Dr Garry Allan
Mr Robert Hollenbeck

University of South Australia
Professor Margaret Hicks

University of Southern Queensland
Dr Michael Sankey

Authors: Associate Professor Dale Holt, Associate Professor Stuart Palmer, Ms Judy Munro, Mr Amgad Louka, Dr Garry Allan, Mr Robert Hollenbeck, Associate Professor Ian Solomonides, Associate Professor Maree Gosper, Dr Michael Sankey and Professor Margaret Hicks.

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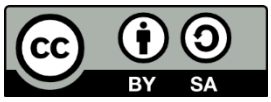

Office for Learning and Teaching
Department of Education
GPO Box 9880,
Location code N255EL10
Sydney NSW 2001

<learningandteaching@education.gov.au>

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List of acronyms used

AUSSE	Australasian Survey of Student Engagement
CQI	Continuous quality improvement
DL	Distributed leadership
ICT	Information and communication technology
IT	Information technology
LMS	Learning management system
OLE(s)	Online learning environment(s)
OLT	Australian Government Office for Learning and Teaching
QA	Quality assurance

Table of Contents

Introduction

The purpose of this condensed guide is two-fold:

- To help **managers** better conceptualise what needs to be managed well with OLEs to assure their quality (QA) and continuous quality improvement (CQI). This task takes place in relatively stable organisational environments where most elements are in place, being managed quite effectively, and where associated leadership structures are reasonably functioning.
- To help **leaders** better conceptualise what needs to be led and how distributed leadership capacity building might be developed, in times of major flux and instability where institutions are undergoing major renewal and transformation.

The condensed guide is structured around four key aspects of undertaking the quality management of OLEs:

1. Framing the quality management of OLEs in Australian higher education through distributed leadership
2. Institutional profiling using the Quality Management Framework
3. Actioning the elements of the Quality Management Framework
4. Developing distributed leadership to enhance the quality management of OLEs.

Part A: Framing the quality management of OLEs in Australian higher education

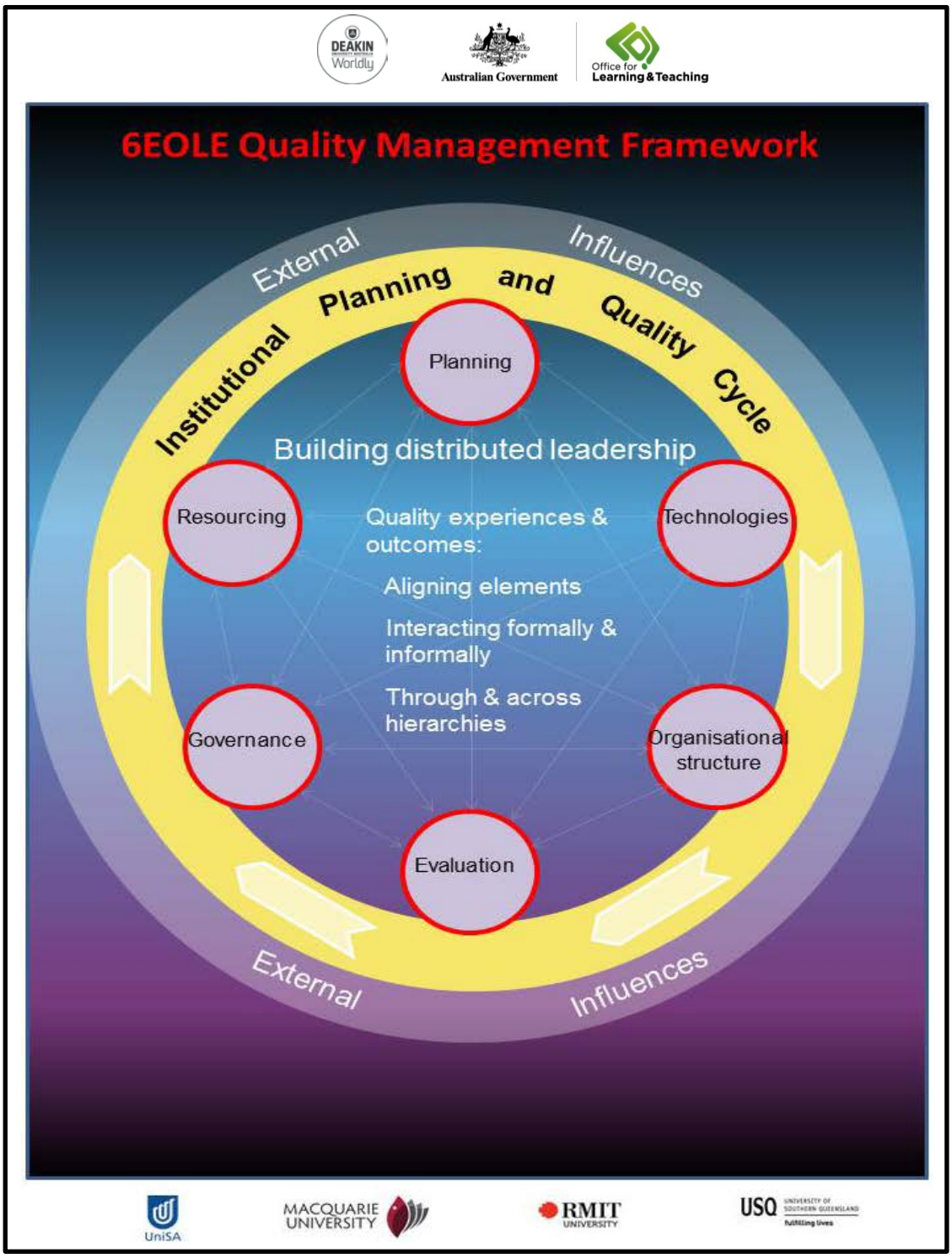
To guide the effective management of OLEs you need some way of framing the domain of leadership action. So we begin by providing you with such a framework, identifying and describing its key elements and foregrounding the commitment to building distributed leadership (DL) to advance the quality management of OLEs.

Note:

- The meaning of each element
- The various relationships amongst the elements
- Location of elements within the institution's broader commitment to CQI
- The scope, nature and characteristics of DL
- The meaning of building capacity
- The relevance and importance of building DL in advancing the quality management of OLEs

Managing quality through the 6EOLE Quality Management Framework

The project has developed what we've called the 6EOLE Quality Management Framework to help with the task of leading and managing effectively an institution's online learning environment. The **s**ix **e**lements of the **o**nline **l**earning **e**nvironment (6EOLE) Quality Management Framework and its guidelines was constructed based on various data collection methods deployed in the project.



What do the six elements mean?

The following sets of descriptors for each element in the framework define their meaning:

Planning: external environmental analysis and trend spotting, strategic intelligence gathering, external benchmarking, organisational capacity analysis, institutional purpose, reputation, vision, principles, objectives and strategies, accountabilities, timelines and resource implications.

Technologies (for teaching and learning): type, range, integration, promotion, innovation, mainstreaming of emerging technologies.

Organisational structure: nature, range, coordination and delivery of valued services (underpinned by clarity of understanding of needed expertise/staffing capabilities) for staff and students.

Evaluation: stakeholders' needs, methods, reporting, decision-making through governance structures, evaluation relating to the initial selection of new technology, and evidence gathering relating to the ongoing assessment of its performance, value and impact.

Governance: institutional, faculty and school/department committees and forums (and associated responsibilities and accountabilities), policies and standards.

Resourcing: maintenance and enhancement of technologies, skills recognition and staff development, media production, evaluation activities, governance mechanisms, i.e. all other elements.

The **institutional planning and quality cycle**, as represented in the Framework, is seen to represent ongoing planning, implementing, evaluating, reviewing and improving functions encapsulating all of the organisation's core business activities.

The checklists in this document will assist organisational leaders and other users to manage the relationship among the elements effectively.

The Framework can be used to aid external benchmarking in the sector using existing standards and models.

Key assumptions underpinning the Framework

Beyond the elements themselves, and their alignments, ten key assumptions were identified underpinning the Framework's configuration:

1. Various information and communication technologies (ICTs) constitute an institution's OLE and demand a total approach to quality management
2. Certain ICTs have been designed specifically for educational uses and are institutionally controlled and supported for mainstream use
3. Other ICTs (sometimes described as Web2, social media, social networking or cloud-based technologies) are not necessarily controlled and supported by the institution
4. Non-corporately supported ICTs might be locally developed and supported within

the institution, supported centrally by the organisation for limited selective use or located outside the institution for open use

5. The total quality management of OLEs requires the broadest conception of the variety of ICTs which can be used for educational purposes and strategic approaches to the leadership of their use in sustainable and responsive ways
6. A quality management framework for OLEs needs to encompass a range of elements that must be taken account of in deriving the best possible teaching and learning value (i.e. experiences and outcomes) from all investments in ICTs
7. Investments cover staff and student time, production of resources and various ICT budget expenditures on hardware, software and networks
8. Staff time covers all relevant academic teaching and non-academic general and professional staff throughout the organisation
9. There are critical questions emerging around how quality management of OLEs can best be done given the changing landscape of ICTs and the institutional demands placed on OLE leadership to respond to external pressures and trends in positioning their institutions in the competitive higher education marketplace
10. While common elements of quality management of OLEs are evident and critical questions of shared significance identifiable, specific quality management approaches are contingent on institutional histories, current positioning and future aspirations.

Expectations in managing the quality of OLEs

In relation to expectations surrounding quality management, it is seen to require:

1. A whole-of-institution approach
2. OLEs to be strategically situated in the organisation's positioning in the higher education marketplace
3. Strategic positioning to deal with all aspects of the institution's curriculum; that is, design, delivery and staffing
4. That the broadest range of teaching and support staff and students derive the best possible value from the use of OLEs
5. That OLEs are sustainable and responsive to changing circumstances within and external to the organisation
6. Future ICT trend forecasting and the capacity to foster innovation and the measured integration of ICTs
7. The development of capacities (skills and resources) to best address each of the six elements in the Framework
8. An enhanced form of distributed leadership approach given the complexity of the task and the range and types of both formal and informal leadership expertise involved.

What are distributed leadership and capacity building?

> Distributed leadership essentially involves both the vertical and lateral dimensions of leadership practice. Distributed leadership encompasses both formal and the informal forms of leadership practice within its framing, analysis and interpretation. It is primarily concerned with the co-performance of leadership and the reciprocal interdependencies that shape that leadership practice. (Harris, 2009, p. 5)

Based on the scope of distributed leadership identified by Harris (2009), a number of key alignments become prominent in higher education institutions:

- Vertically amongst faculty formal leaders in hierarchy
- Vertically amongst senior executive leaders and faculty formal leaders
- Horizontally amongst senior executive leaders
- Horizontally amongst faculty formal leaders across hierarchies
- Horizontally amongst senior executive leaders and across faculty leadership
- Informal academic and professional support leadership horizontally amongst staff at discipline, school, faculty and interfaculty levels/domains
- Informal leadership at particular locations in multi-campus environments.

Capacity building for distributed leadership is centre stage in managing the quality of OLEs:

> Capacity building involves the use of strategies that increase the collective effectiveness of all levels of the system in developing and mobilizing knowledge, resources and motivation, all of which are needed to raise the bar and close the gap of student learning across the system. (Fullan, Hill & Crevola, 2006, p. 88)

Why is distributed leadership important in the quality management of OLEs?

Distributed leadership approaches are highly relevant to the quality management of OLEs in higher education. The leadership of quality OLEs is becoming more complex and demanding as we see the:

- growing size and reach of universities (some with offshore campus operations, and others now involved in strategic partnerships)
- growing number of ICTs which constitute such environments
- loosening of institutional control over certain technologies which can be used for effective learning and teaching
- greater size and more diverse composition of universities' workforces and student populations
- ever-present multiplicity of curricular and pedagogical models which underlie an ever-expanding range of occupations and professions requiring higher-level education

- intensifying of national and global competition in the e-Learning marketplace.

No one formal leader at the top, no matter how ambitious and knowledgeable, could possibly contend with the complexity of issues related to the quality management of online learning environments.

Leaders must be mobilised down, across and throughout the organisation to realise the full benefits of massive institutional investments in online learning systems.

What are the characteristics of effective distributed leadership capacity building?

Twelve factors are identified that characterise effective distributed leadership capacity building, the most prominent of which relates to allowing staff to exercise appropriate individual and collective agency in their contribution to their OLE.

1. **Enabled individual and collective agency:** staff can take action based on their professional judgment making and in interaction with colleagues in their domains of work and sphere of responsibility.
2. **Co-created and shared vision:** the organisation draws on good practices by, and viewpoints from, a broad range of stakeholders in developing a sense of desired future state (vision) and provides parties with the best possible opportunities to help realise the vision which in turn helps to expand its meaning and potential value.
3. **Inclusive of all those who lead:** the organisation's senior formal leadership give the broadest possible definition to those who can demonstrate leadership, both in formal and informal roles, in creating the desired future state.
4. **Broadest recognition of leadership:** the organisation's senior formal leadership establish mechanisms for recognising in various ways contributions from the broadest range of leadership roles.
5. **Communicative and engaging:** organisational leadership at every level and in every domain need to adopt leadership styles which are highly communicative and engaging in order to create the conditions for high motivation, commitment to vision and performance.
6. **Appropriate responsibilities:** those in formally recognised leadership roles need to be given responsibilities appropriate to their level of appointment and their defined domain of responsibility.
7. **Meaningful rewards:** the organisation's senior formal leadership establish mechanisms for meaningfully rewarding, in various ways, contributions from the broadest range of leadership roles.
8. **Trusting and respectful:** organisational leadership must trust and respect all those parties that can contribute to the achievement of the vision, including by dealing constructively with resistance and opposing views.
9. **Collaborative in development:** organisational leadership need to create conditions conducive to collaborative enterprise where the various parties who can actively contribute do so on the basis that collective effort will lead to higher performance than individual effort alone.
10. **Nurturing of valued professional expertise:** formal leaders need to ensure that a multiplicity of professional development and learning opportunities exist consistent with desired directions to nurture professional expertise that counts.
11. **Valuing professional forums and communities:** organisational leadership need to cultivate a comprehensive learning environment at local, mid-range and institutional levels where parties wish and are supported to come together voluntarily to share and enhance professional practice.
12. **Continuity and sustainability:** organisational leadership at every level and in every domain is well aligned and committed to concerted action to realise vision and to do so in ways where outcomes are sustainable; that is, continuingly realisable and affordable at least over longer planning cycles.

Part B: Institutional profiling of your OLE

Starting out on enhancing the quality management of an institution's OLE requires the need for a stocktake to be done of where things currently stand.

- A broad range of issues need consideration on every aspect of your OLE
- A range of technologies will constitute your OLE
- Both the issues and technologies need to be documented
- Useful comparisons can be made with the profiles of other institutions and the sector
- Initial profiling can help to identify areas requiring greatest management attention

Starting out by developing an OLE profile

At the commencement of the project in February 2011, each partner institution completed an OLE Institutional Profile Matrix of managing the OLE at their university covering a range of key dimensions. An **OLE Institutional Profile Matrix template** to undertake such an exercise can be referenced in **Appendix A**.

Interested parties can use the template to undertake a beginning assessment of the status of various dimensions of their OLE, and compare their own assessment with the composite profiling generated by the project partners.

Starting out by developing a technologies profile

In April 2011, a technology profiling activity was undertaken to obtain information across the Australian higher education sector as to what learning technologies were used, the area responsible for the overall management of the OLE and the area responsible for the quality assurance of the OLE. **Appendix B** reports the findings.

Interested parties can use the template to undertake an assessment of the status of various technologies underpinning their OLE, and compare their own audit with information gathered across the sector.

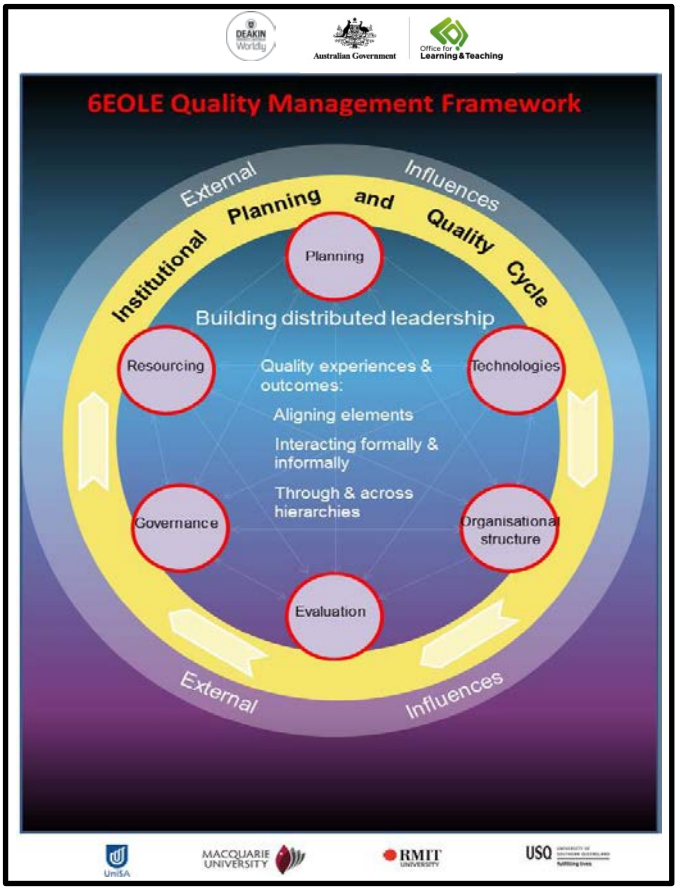
Part C: Actioning the elements of the quality management framework

Initial profiling can yield a number of interrelated issues that might require attention. The profiling exercise might have its blind spots as well. Things might be missed; and certain issues recognised but not elevated to their true significance. To avoid such misunderstandings, management thought and action can be sharpened by undertaking further analysis around the individual elements presented in the Framework. Beyond a focus on individual elements, alignments amongst elements need to be considered. The meshing of the elements into a coherent overall approach returns us to the bigger picture of seeing the whole and specifics being managed.

- Familiarise yourself with the meaning of each element
- Consider responses to the key questions posed on each element
- Work through the good characteristics and practices checklists for each element
- See the interconnections amongst elements
- Manage the whole set of interrelations as one coherent management task

Planning

Planning: external environmental analysis and trend spotting, strategic intelligence gathering, external benchmarking, organisational capacity analysis, institutional purpose, reputation, vision, principles, objectives and strategies, accountabilities, timelines, resource implications



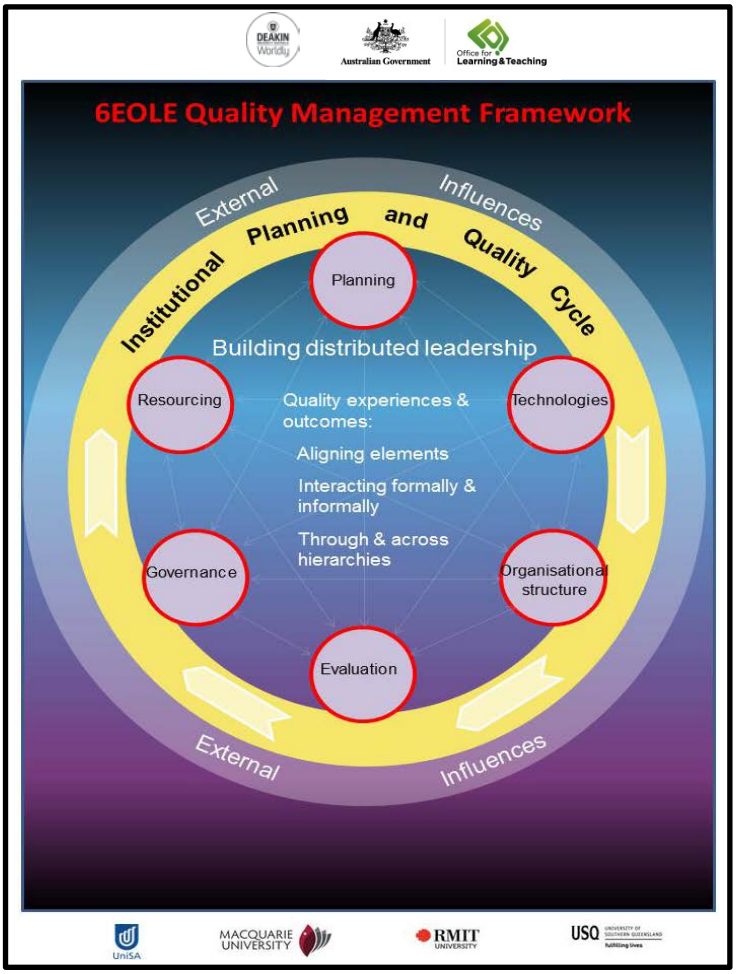
Ask yourself:

- Does your university have a vision for learning and teaching? Is there an aligned or integrated vision for technologies in learning and teaching?
- Does your university have a plan or roadmap that provides the institution with a strategic direction for your OLE and, if so, how often is this plan/roadmap reviewed and updated?

Good characteristics and practices checklist – Planning

For an OLE management plan to be considered useful it should be:	
Anchored to the strategic vision and should provide strategic direction	☐
Simple and deal with a few well understood issues that can be successfully implemented	☐
Coherent, easily accessible and based on/reflecting a shared, common understanding	☐
Articulating the 'what' and 'how' so people can find their place and be confident of their contributions	☐
Able to reflect sustainability	☐
Agile – able to respond quickly to emergent technologies and change	☐
Regularly reviewed and updated so that it is a living document and responsive to change	☐
It must not:	
Be part of a large portfolio of plans	☐
Be prescriptive or proscriptive – it must give people room to move and interpret	☐
Preclude innovation outside it	☐
To achieve such results requires:	
Strong leadership and commitment behind that leadership, with the issue elevated to the required level of importance and regarded as a significant priority as far as the university's planning is concerned	☐
Organisational structure without problematic 'silos'	☐
Having discussion and decisions regarding technology and teaching and learning in the same spaces and having the 'right' people at the 'roundtables'	☐
Equivalent investment in OLE to match the buildings, equipment and human resources invested in face-to-face learning	☐
A preparedness to invest in emerging technologies and innovation	☐

Technologies (for teaching and learning)



Technologies (for teaching and learning): type, range, integration, promotion, innovation, mainstreaming of emerging technologies

Ask yourself:

The first set of questions relates to the management and use of technologies in individual units and across programs of study. From a distributed leadership perspective:

- Who is responsible for making decisions about the use of technologies at unit and program level and are all appropriate stakeholders involved?
- What mechanisms are in place to highlight affordances, support effective use, and identify disciplinary and contextual differences and needs?
- What quality assurance or quality enhancement processes are in place to ensure the quality of learning and teaching: for example, principles, policies, evaluation and reporting and accountability processes?
- Are quality assurance and/or quality enhancement enacted through a formal governance mechanism or are they more informal in nature?

In our rapidly changing culture and environment, an eye to the future is essential if students' experiences at university are to reflect the environment in which they live, work and socialise. The second group of questions relates to innovation and advantage:

- How does your institution/department go about supporting innovation in learning and teaching, particularly in the development and use of your OLE?
- Are there mechanisms in place for integrating new and retiring old technologies? What is the nature of the decision-making process: is it formally governed through transparent mechanisms or more informal?
- How effectively are all perspectives and dimension taken into account: for example, technical, educational/pedagogical, organisational?
- How is successful innovation embedded into educational practice?

An inevitable consequence of rapid technological change is the need for universities to manage the life cycle of their technologies, and specifically the life cycle of high-utilisation core technologies. From the overall staff user perspective, the core technologies are the high-investment technologies, and often attract significant resistance to change. Maintenance of a positive and engaged staff perspective on the evolving suite of production technologies can be facilitated by open disclosure and consultation on the systematic life cycle management of the core technologies. In particular, a focus on the rationale for the introduction of specific emerging technologies and the removal of redundant core technologies can assist in maintaining a strong culture of use. As selected emerging technologies transition to core technologies a clear and widely communicated life cycle management plan enables staff who are adopters of the emerging technologies to transition to a distributed leadership role with the newly introduced core technology. Such an OLE life cycle management tool is presented below.

Educational technology landscape and road map

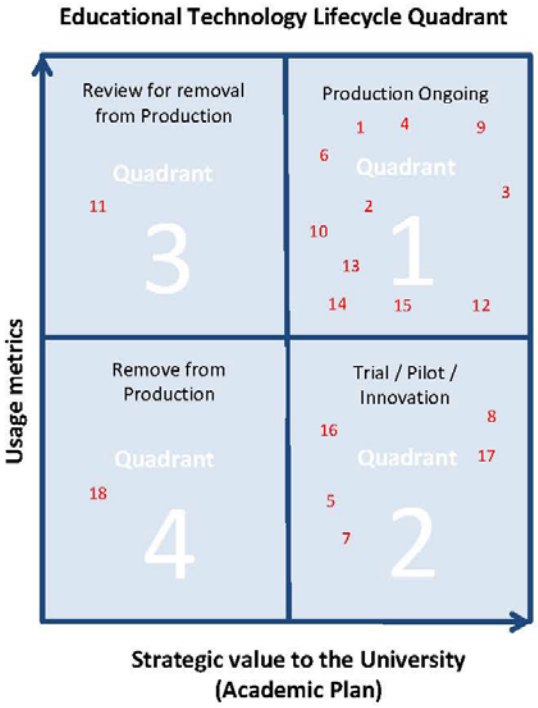
Purpose: To provide a common and overarching view of the current and future direction of enterprise technologies.

Principles:

- Systematic evaluation and evidence supports planning and process improvements in the effective adoption and use of educational technologies.
- The creative application of educations technologies lead to innovative and new pedagogical approaches.

Example

Online presentation: staff and student global community access
1 Mail, calendar, docs, sites, drive
Learning management system
2 Virtual classroom
3 Publishing/collaboration
4 Originality verification
5 Lecture capture
6 Desktop media capture
7 Interactive polling
8 Personal learning environment
9 Course management system
10 Collaboration
11 Remote laboratories
12 Quiz and test tool
13 General L&T web server
14 Learning Content Management System
15 Student/staff translation server
16 Student portal
Course Guides
Student access to learning resources
17 Desktop / Office environment
18 Assessment Management Software
Mobile and Connected: utilisation where possible of a mobile presentation layer
Face to Face: – staff and student on campus
On campus Collaborative environment
Personal response systems – interactive polling
AV standards
Classroom interaction
Classroom management
Interactive group collaboration
Open to the public – Social networking presence
University website
Distribution of audio and video content – iTunesU
Social networking – Facebook, LinkedIn /Google /Twitter
Virtual world + Social networking – 2ndLife
Mobile and Connected: utilisation where possible of a mobilepresentation layer



Technologies cycle between the Quadrants as they progress through their lifecycle in the University's Educational Technology suite

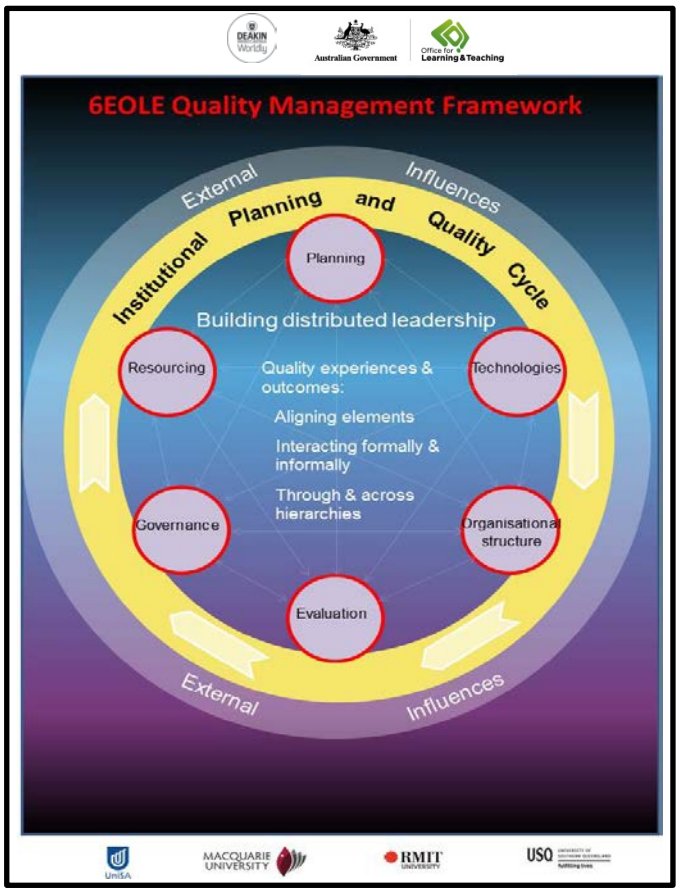
Good characteristics and practices checklist – Technology

Early enthusiasts/innovators should not be restricted by bureaucratic procedures but, before any technology becomes system wide, it is essential that the new technology is subjected to due rigor. The processes must enhance and not stifle.

Due diligence for technology mainstreaming	
Led by the 'right' people and involving the 'right' people – however determined	☐
Establishment of a time frame which is realistic, staged and achievable	☐
Audit of current situation / gap analysis should be undertaken to identify needs and purpose coupled with benchmarking and review of available literature	☐
The criteria by which any judgment would be made must be clearly articulated and after consultation with all stakeholders with appropriate consideration of pedagogical, technical, financial and cultural (including access and equity) concerns	☐
Product(s) should be examined and evaluation against fitness for purpose and strategic intent in the organisation using these criteria with a demonstrated organisational fit with the university's vision, strategies, plans and budget	☐
Need for the assessment of alternatives and the development of exit strategy	☐
Importance of due diligence or preferred product/supplier	☐
Importance of the evaluation of the system: security, scalability, sustainability, capacity, robustness, agility and its ability to meet articulated pedagogical requirements	☐
Need for risk analysis	☐
Need for consideration of support (including training)	☐
The desirability of trials within low-risk situations involving different audiences/constituencies	☐
The importance of evaluating impact	☐

Organisational structure

Organisational structure: nature, range, coordination and delivery of valued services (underpinned by clarity of understanding of needed expertise/staffing capabilities) for staff and students



Ask yourself:

- What staff capabilities are required to best support teaching staff in designing and operating OLEs cost-effectively?
- What staff capabilities are required to best support students getting the best learning experience and outcomes from the OLE?
- Who is best placed to assume authority and accept responsibility for the provisioning of the valued services?
- Where are the services best located to enable the best possible learning and teaching experiences and outcomes from the OLE?
- How is the value of service provision best evaluated and enhanced for the benefit of staff and students?

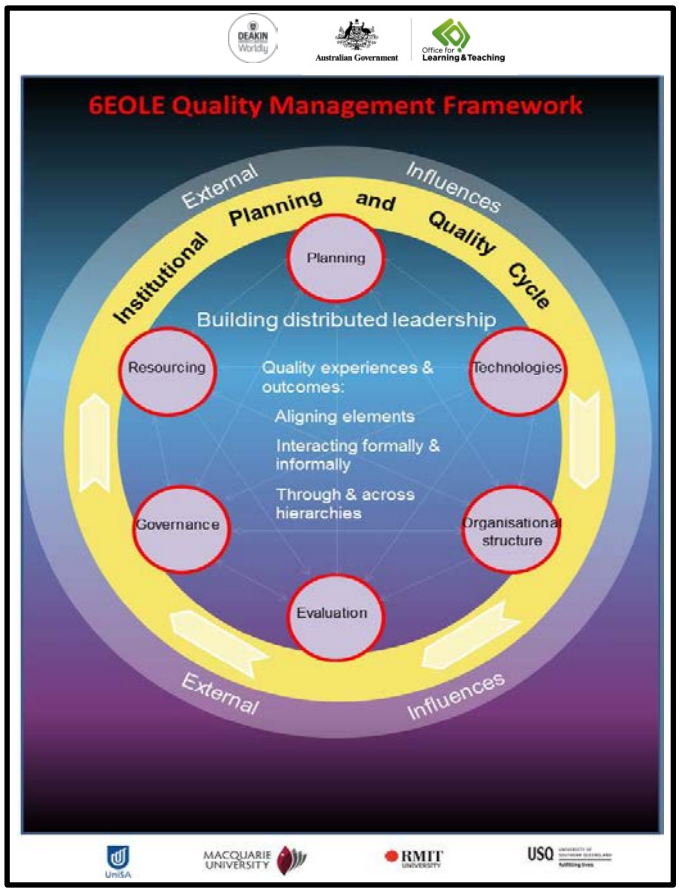
Good characteristics and practices checklist – Organisational structure

There needs to be:	
A clear established structure: whether central, local or hybrid	☐
Clear purpose of groups in hybrid provision	☐
Clear roles of staff in hybrid arrangements	☐
Clear and appropriate skill sets of staff in hybrid arrangements	☐
Appropriate work environments for staff members in various locations (central, local, campus based)	☐
Clear relationships amongst staff in hybrid arrangements	☐
Productive relationships amongst staff in hybrid arrangements	☐
Well-aligned central and local formal leaders in the design and implementation of work programs	☐
Well-developed communication channels to keep all staff informed	☐
Staff who are well developed, recognised and rewarded for their performance in the context in which they are located	☐
Staff who have appropriate career development pathways within the context in which they are located	☐

Desired staffing capabilities checklist

There needs to be:	
Strategic knowledge of institutional OLE mission, vision and strategies	☐
Ability to gather institutional intelligence on external factors and trends	☐
Knowledge and skill in the design and operation of OLEs, as related to overall curriculum design and assessment approaches and practices	☐
Knowledge and skill in the development, production and delivery of interactive multimedia learning resources	☐
Knowledge and skill in educational technology project management and program coordination	☐
Knowledge and skill in evaluating and researching OLEs	☐
Professional development and training expertise	☐
Client relationship management and networking expertise	☐
Copyright expertise	☐

Evaluation



Evaluation: stakeholder's needs, methods, reporting, decision-making through governance structures, evaluation relating to the initial selection of new technology, and evidence gathering relating to the ongoing assessment of its performance, value and impact

Ask yourself:

- Who are the parties who need information to enhance the quality management of the institution's OLE?
- What information do these parties need and for what purposes?
- To what extent is this information being collected at the moment? What needs to be done to improve information collection?
- How, when and by whom is the information collected, analysed, integrated with other data sources and reported? Improvements?
- Through which formal and informal mechanisms is the information disseminated?
- How does dissemination impact decision-making for quality management improvements? In what ways could evidence-based decision-making be improved throughout the institution?

Good characteristics and practices – Evaluation

Given the complexities involved, a simple checklist of factors to consider in actioning evaluation is not presented. Instead, key questions surrounding institutional approaches to evaluation in managing the quality of OLEs are explored.

What is the purpose of the evaluation?

As referred to above, the purpose of any new OLE evaluation can be clear; that is, clear to those who have a particular view about the benefits to be had from any OLE. The problem is that a wide range of views are in force, held by parties who might wish to draw others towards their points of view based on their sense of importance and authority. There are those who have broader and more limited benefits in mind, those who have interests in some benefits but not others, and those who see benefits as realisable sooner rather than later, or who, in fact, require that such benefits are realised sooner than later. Some parties are open to unanticipated benefits (and, indeed, costs), while others are fixed on some type of defined benefits plan. Limited defined benefits call for limited and closed methods of data collection; more open and expansive views of benefits yet to be imagined call for a greater diversity of methods of both open and closed form. To work through these many and possibly conflicted views is not an easy exercise. We see some central organisational group, like a teaching and learning centre, as being best placed to help facilitate and coordinate some overall institutional plan of action.

What types of evaluation should be conducted? How should findings be reported?

It can be useful with any major changes to the institution's OLE that baseline data is collected on staff and students' views on the current environment before it is replaced. This surveying can be repeated in the following years as parties move into a new or newer environment. Institutional surveying can focus on the importance and satisfaction of various features and functions constituting the OLE. Additionally, surveying items can relate to frequency of use. This can be seen as a proxy measure of student engagement, an agenda popularised in recent years through the advent of the Australasian Survey of Student Engagement (AUSSE). Student engagement relates to the time and effort devoted to purposively designed tasks, and frequency of use is a helpful measure of how much time students spend using various technology features. Surveying for students can also cover their perceptions of support for the use of an OLE and, for staff, the adequacy of professional development and training opportunities in using the OLE to best effect. Institutional surveys should receive university ethics committee approval. It is recommended that, as much as possible, all data collection methods go through a rigorous process of independent ethics review to ensure they are technically and ethically sound.

Who needs to approve evaluation?

This is not a trivial question, as large-scale institutional surveying of OLEs usually needs to fit within an annual schedule of surveys of students and staff as approved by the university's senior executive (and as organised possibly through a university's planning unit which might be responsible for all institutional data collection). Surveying of student and staff member views about various aspects of the institution's OLE must sit comfortably with an institution's ongoing system of student surveying on units and the perceived quality of teaching. External student surveying also needs to be taken into account. The surveying landscape can be very crowded and students placed in danger of being over-surveyed, thus degrading survey responses. Different surveys running concurrently can be frowned upon. To commit students and staff to a further survey on the OLE, an institution must see its OLE as being strategically very important. It must wholeheartedly commit to the importance of collecting and using institution-wide data for improved decision-making and improved practice. More practically, new surveying must be conducted during gap periods in the

annual surveying calendar. The surveying, though, must make sense in terms of its timing and use. These logistical matters cannot be underestimated. The best designed surveying will count for nothing if the surveys themselves can find no room in crowded institutional survey schedules. Enhancing the student experience must be central to the imperative to ask for and secure approval for major new data collection methods. This must be strongly advocated, and senior executive sponsorship is essential. The argument will not necessarily sell itself from afar. An added impetus for making such requests and having them seriously considered at the highest level might lie in being actively involved in a relevant nationally funded OLT-type project where evidence gathering is a major focus of attention.

Who needs to accept responsibility for funding and conducting evaluation?

One might expect that any new or newer OLE would make allowance for costs involved in carrying out an institutional evaluation plan. Those who manage such budgets can quite reasonably expect an upfront cost estimate. However, providing such upfront estimates is difficult as evaluation planning can be a very fluid exercise, with an agenda that is pushed and pulled between different parties with different information needs, which in turn may be much more or less expansive in nature. Cost estimates can be further complicated by expectations that it is the 'core business' of certain established institutional groups to undertake such work largely from their own resources. These might range from the absolute minimalist stance of using limited currently collected data to opening up whole new lines of rich data collection. Teaching and learning centres can be reasonably asked to make a significant contribution to evaluation activities, but they may not be in a position to run all necessary institutional surveying.

The added challenge in costing and conducting evaluation can relate to the devolved nature of any new OLE implementation, where faculties might be allocated significant amounts of funding to support local developments. Their own transition plans can contain local evaluation commitments and associated funding allocations. This raises the issue of the need to be clear about what is being done centrally and what is being executed locally under such a scenario. It might be reasonably accepted that institutional surveying lies in the province of a teaching and learning centre. Equally, in an environment with strong faculty-based academic development resourcing, it could be reasonably assumed that the lead for research on the alignment of any new OLE with program or discipline curricula might come locally. However, there are activities which fall in between these two ends of the continuum that can be seen as overlapping and possibly disputed territory amongst stakeholders. This can particularly be the case with planning the evaluation of any piloting of a new OLE, and in determining what data should be collected consistently across all pilot units and what data should be collected based on particular faculties' specific interests.

How long should the evaluation task be sustained?

It could be reasonably expected that planning for special evaluation activities be undertaken over a three-year period for any substantially new OLE. Special activity relating to the evaluation of any pilot OLE unit program may only be required in the first year of implementation. It can be speculated amongst stakeholders that the benefits of some of the major new features of a new OLE may not materialise in full until well down the track. At a point, special evaluation activity needs to give way to routine and ongoing data collection, which integrates with the institution's continuous quality improvement processes. We see, though, in the longer term, greater opportunities for specialist research projects on various aspects of the impact of any new OLE, particularly with the gradual uptake of significant new features. Here, renewed impetus might be given to both specialist evaluation and research projects through teaching and learning centres focusing on research, scholarship, development and practice improvement.

How can evaluation best inform decision-making and improve practice?

Leadership of OLEs is embedded at many levels of the management hierarchy and is exerted informally by leading edge users of any new system. Data collected at different levels for different stakeholders must feed into decision-making through myriad structures and mechanisms. Higher-level data collection must feed into the institution's OLE governance structure as related to standing committees of academic boards and IT planning/budgeting committees. Institutional data showing breakdowns by faculty needs to flow into faculty-based teaching/learning committees and their deliberations (at both faculty and possibly school/departmental levels). More nuanced program and unit data must feed into the leadership of courses, disciplines, units and their teaching teams. The above 'feed in' mechanisms relate to sharing and deliberating on data within the vertical discipline-based hierarchies that characterise universities' organisational design (see Mintzberg's [1979] characterisation of universities as 'professional bureaucracies'). The challenge remains as to how to facilitate sharing of experiences and useful practices across faculty, departmental and discipline boundaries; that is, how to promote forms of horizontal leadership and learning. This is where the expertise of leading edge or pioneering academic teachers comes to the fore. In the name of the learning organisation (Senge, 1990), opportunities must be orchestrated to enable such boundary riding. Teaching and learning centres can provide these boundary straddling opportunities through forums, promotion through communities of practice and annual conferences.

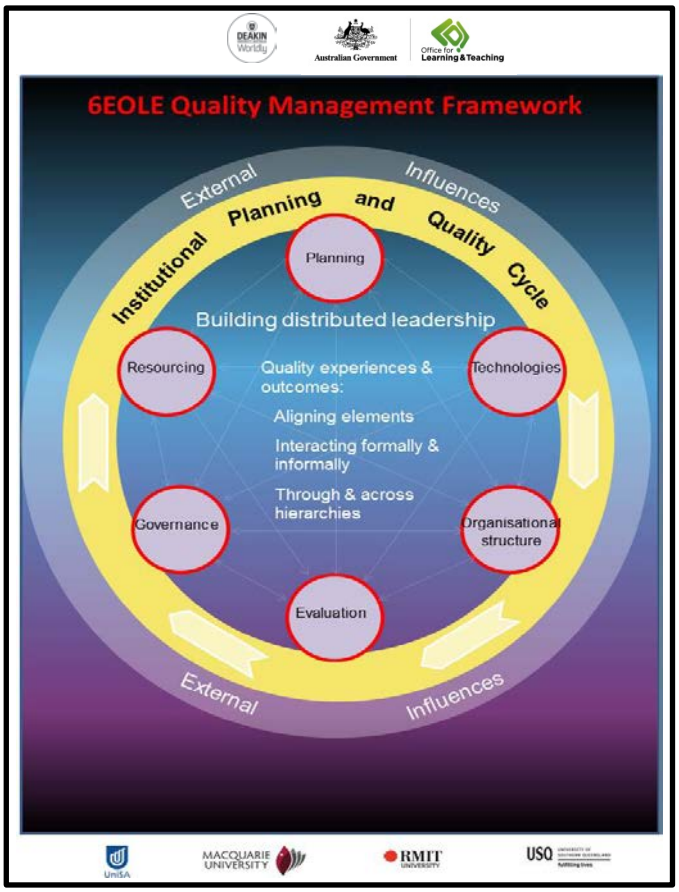
The overall evaluation orientation

Educational institutions cannot conduct large-scale controlled experimental research on the utility of different OLEs, or any other significant educational technology for that matter, for a host of pragmatic and ethical reasons. The practical issues range across the financial, legal and logistical. Few educational technology studies do, in fact, reach purportedly high scientific standards at any rate (see e.g. meta-analysis of online learning studies reported by Means et al., 2009). For example, no university could afford to run in parallel two LMSs to test their comparative utility, nor could they afford to randomly deny an LMS to one student cohort to test its efficacy in relation to those using it in a treatment group, certainly not if the control group constituted distance education students where access and equity considerations apply. Once decisions are made on large-scale, enterprise-wide investments in things like LMSs, the institution is involved in long-term contractual commitments. There is no way of easily going back. This applies equally to the human resources that need to be developed over significant periods to reap the best outcomes from any technology deployed. We concur that the best research, scholarship, evidence and experience needs to be applied in educational technology decision-making, deployment and use; but all of this is indicative, not definitive, in nature. Professional judgment making must come to the fore.

People cannot be or remain neutral players. Evaluation must have a strong formative, developmental orientation. It must be aimed at getting the very most involved and deriving the very best from what can be obtained from the investments made. Here, we cite the work of Guba and Lincoln (1989), who have explained and critiqued four generations of evaluation. In critiquing the first three generations of evaluation that revolved around measurement, description and judgment, they argue for the need for a new paradigm, 'fourth generation evaluation'. The authors emphasise that evaluation is not about revealing truths. They see evaluation as enabling stakeholder constructions, with negotiation to shared and more sophisticated understandings being the key. Courses of action are, therefore, determined through a process of negotiation between stakeholders, and are responsive to their needs. It is not easy to conduct a fourth generation evaluation as related to OLEs. And yet the spirit of this paradigm is laudable and in some ways desperately required to work through the maze of stakeholder needs and expectations.

Governance

Governance: institutional, faculty and school/department committees and forums (and associated responsibilities and accountabilities), policies and standards



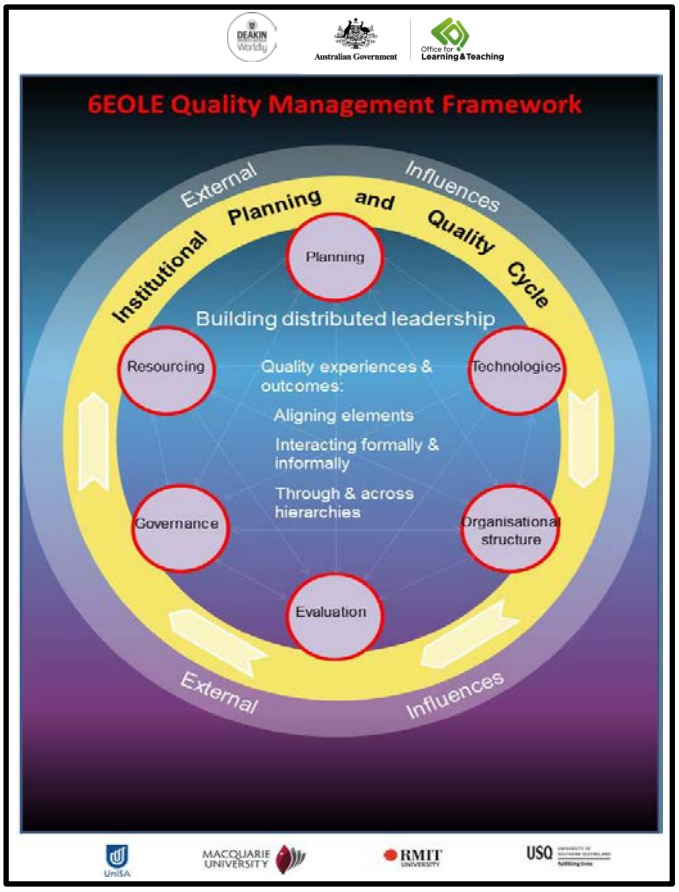
Ask yourself:

- What university-wide processes are in place to ensure that the introduction of new and emerging technologies is subjected to due rigor prior to being allowed on university systems?
- What are the relationships between the university's vision, plans, governance structures and budgeting in relation to your OLE?
- What institution-wide mechanisms are in place for managing learning and teaching as well as technologies for learning and teaching to ensure effective collaboration/communication between all relevant parties and alignment with strategic directions?

Good characteristics and practices checklist – Governance

There needs to be:	
Clearly defined decision pathways for academic strategy and policy relating to OLEs	☐
Clearly defined decision pathways for strategic policy and funding relating to OLEs	☐
In existence, a committee that oversees the deployment of OLEs in the institution	☐
Good working relationships established between the learning support services and the ICT services	☐
An innovation pipeline established for the institution	☐
A method for classifying the status of a system or technology	☐
An SLA or clearly defined parameters around supporting the different categories of technologies constituting the OLE	☐

Resourcing



Resourcing: maintenance and enhancement of technologies, skills recognition and staff development, media production, evaluation activities, governance mechanisms, i.e. all other elements

Ask yourself:

- What are the relationships between the university's vision, plans, governance structures and budgeting in relation to your OLE?

Good characteristics and practices checklist – Resourcing

You need to:	
Ensure resources flow from effective strategic planning	☐
Be clear about where resources will be expended	☐
Balance competing needs and, where resources are fixed, balance expectations of what can reasonably be achieved	☐
Balance resourcing between the early stages of enterprise solutions and ongoing support for the delivery of online courses	☐
Develop a systematic approach of time release with specialist support	☐
Have the commitment to ongoing resource commitment for development, maintenance and monitoring/evaluation	☐

Actioning relationships amongst elements

See Appendix C for a blank matrix for helping to understand relationships amongst elements to ensure effective collaboration/communication.

Good characteristics and practices checklist – Across elements

There needs to be:	
A strong representation from faculties – those doing it on the front line	☐
In your mix, enough senior people to carry decisions through to the next level up	☐
A clearly identified business and functional owner of the technologies constituting the institution's OLE	☐
Clearly defined monitoring procedures in place to ensure the consistent application of policy in relation to the functioning of the OLE	☐
An unambiguous set of guidelines for staff on how they are required to, or advised to, interact with others in the institution's OLE	☐
A governance structure that is aligned with the planning and financing of the OLE	☐
Representation from all key stakeholder groups within the organisation	☐
Clearly defined communication lines which are used regularly	☐
An ROI period established and adhered to in relation to new technologies underpinning the OLE	☐
A three- to five-year roadmap established for all the technologies constituting the institution's OLE	☐
A workload recognition for those within faculties and departments who have a leadership role in the institution's OLE	☐

Part D: Developing distributed leadership to enhance the quality management of OLEs

Good leadership is required to manage the quality of OLEs. Good leadership, we argue, requires the building of effective distributed leadership.

Note:

- Leaders of OLEs must address a number of challenges
- OLE quality management challenges have no easy solutions
- Distributed technology environments will demand distributed leadership capacities
- Multiple approaches and strategies are required to build effective distributed leadership
- Approaches and strategies must give leaders (and those who aspire to lead) the opportunity to interact with each other, formally and informally, at various levels and in various domains spanning organisational hierarchies, and to receive appropriate recognition and reward
- Distributed leadership needs to be demonstrated in extending organisational capacities through external partnerships

Key challenges in developing distributed leadership for OLE leaders

Universities are undeniably large, complex organisations operating in many different locations and sometimes offshore. As well as changing pressures and emphases on what does, and should, constitute tertiary learning, how that teaching is delivered is contentious. Tensions can exist between the corporate institution that demands enterprise solutions, standardisation and economies of scale and the academy that values creativity and supports academic freedom and the rights of lecturers to act in ways they perceive will lead to the best learning outcomes for their students.

There can be significant **different philosophies/conceptualisations about online learning**:

- Some advocate that online learning strategy, policy and planning should be separate, as this indicates its distinctive character and also importance. Others contend that it should be 'integrated'/'embedded' within general teaching and learning as testimony to the fact that it is mainstream and is not different from normative tertiary learning with such separation evidencing unmerited immaturity.
- Some believe that universities are self-organised systems and argue that plans/roadmaps come from a different ideology that controls, denying flexibility and stifling innovation. Others consider that plans/roadmaps provide direction, validation and assurance and are essential from legal, marketing and resource allocation perspectives.

- Some explicitly encourage and support individual academics to develop innovative and at times discrete pedagogical solutions on the basis that these are a normative part of academic freedoms and the teaching academic is in the best position to take responsibility for the use of the OLE in their teaching, and that successful innovation drives wider uptake and so enhances teaching and learning. Others believe this is impractical, militates against student needs for consistency and can lead to unrealistic expectations by students.
- Some contend that change needs to be introduced slowly as this allows due rigor/diligence to be undertaken and affords users the opportunity to incorporate new teaching approaches in a well-considered way. Others argue that time pressure is a necessary response to the realities of 'now'; that it creates impetus and is a stimulus that concentrates attention and effort.
- Some argue that those 'on the ground' should have input from the start and it is essential that all staff are kept informed and so are aware. Others believe that open communication at all stages would cause unnecessary problems, leading staff to lose confidence where problems emerge, and argue that most staff have too limited a knowledge/experience base to make a worthwhile contribution and have little or no interest in such information as they are already overburdened.

Ask yourself

- What are the major challenges facing your institution as you move forward with the management of your OLE? How would you implement distributed leadership given the challenge of the ever-growing range of new technologies?
- What distributed leadership capacity initiatives/actions/strategies have you implemented to contribute to effective change management of your online environment? How have you judged their effectiveness? Have there been any impediments to their implementation?
- What distributed leadership capacity initiatives/actions/strategies would you contemplate implementing as you move into the future management of your online environment? How would you go about implementing them for maximum beneficial effect based on past experiences?
- Do you see limitations to the current and future possibilities of distributed leadership to contribute to the quality management of your online environment? Why might this be the case and how do you think you might address any perceived limitations?
- Do you think that distributed leadership might become more or less important in any future change management efforts? Why might this be the case?

Approaches and strategies for developing and sustaining distributed leadership

A final round of interviews with institutional leaders was conducted as part of the project. These interviews focused specifically on the nature, benefits and limits of cultivating distributed leadership in enabling the quality management of OLEs. The findings suggested that, for change management within the OLE space to be effective, even within the DL construct there remains a hierarchy of leadership and leaders need to act in ways that accord with their position. While making their own contribution to the university's mission and vision in this regard, it is the responsibility of senior leaders to set an appropriate *organisational framework* to help shape the effective change management of the OLE. They need to create and/or allow opportunities for various approaches and strategies to be pursued to allow DL to flourish within such a framework and within well-understood and accepted boundaries. Leaders at all levels need to be encouraged and supported to see how their own leadership skills can be enhanced and how they can build leadership capacity in others. As major decisions are implemented, well-led interconnected networks, or teams, allow better outcomes for all concerned as all stakeholders work in an environment of mutual respect and support towards common goals and as broader, as well as deeper, engagement with the OLE agenda results.

The interviews highlighted that rapid changes in technologies mean that the OLE is a dynamic fast-moving space and educators need to work in new and sometimes very different ways to what they may have been accustomed. Further, they cannot rely on repeating strategies and solutions of the past without understanding what modern technologies can offer and analysing what is required for specific cohorts and learning needs at a particular point in time. Linking those from the centre of the organisation with those from the faculties, working locally – but within an institutional context and with sector-wide links and global understanding – mandates the involvement of many people across an institution. Building leadership capacity at all levels seems an important part of gaining the best learning and teaching experiences and outcomes in the OLE space.

Distributed leadership capabilities

Distributed leadership arises through the interactions of many different people with a common interest in advancing the quality of OLEs. From above, high-level positional leadership must accept the overall responsibility for framing a change-ready and capable organisational environment. To build and maximise the conditions for effective distributed leadership they must have certain types of leadership capabilities (i.e. knowledge, attitudes and skills). Moreover, those in other leadership roles, or wishing to take advantage of leadership opportunities, must also cultivate capabilities that allow them to perform effectively in such environments. Effective distributed leadership cannot emerge if those participating lack the individual leadership know-how to contribute in highly collaborative ways across a diverse range of parties and contexts.

The characteristics of effective distributed leadership capacity building can be restated in terms of the know-how required to contribute actively to building and gaining value from distributed leadership structures:

- **Enabled individual and collective agency:** the capacity to exercise individual judgment in informing action, both individually and when working in groups
- **Co-created and shared vision:** the ability to appreciate the institution's strategic intent and directions, contribute to its formation, and contribute actively to its realisation in concrete ways
- **Inclusive of all those who lead:** the capacity to rise to the challenge of demonstrating leadership when opportunities are forthcoming, and the confidence to do so wherever located within the organisation hierarchy
- **Broadest recognition of leadership:** an appreciation of the many ways in which leadership can be demonstrated, and the capacity to reach out and use the value of these leadership contributions
- **Communicative and engaging:** the skills to be an open and active communicator, and to engage with a broad range of people's interests and concerns
- **Appropriate responsibilities:** the capacity to clarify leadership responsibilities, and provide maximum room for people to demonstrate initiative and work effectively with others in their sphere of influence
- **Meaningful rewards:** the ability to construct a broad range of rewards for staff to exhibit effective leadership
- **Trusting and respectful:** the capacity to trust those who lead in various roles and ways, and to deal constructively with those who may have alternative viewpoints
- **Collaborative in development:** skills in contributing to collaborative endeavours and in seeing added value through the pooling of diverse expertise
- **Nurturing of valued professional expertise:** the capacity to create, support and match staff to professional learning and development opportunities consistent with their career stage and leadership aspirations
- **Valuing professional forums and communities:** the commitment to establishing various forums and communities to enhance OLE practice throughout the organisation in ways which maximise opportunities for leadership contributions and which are consistent with strategic directions
- **Continuity and sustainability:** the capacity to foster ongoing commitment to enhancing the quality of OLEs through mobilising the broadest range of leaders in ways that create enduring learning and teaching gains.

Institutional strategies

The following 12 strategies can provide staff with opportunities to develop, demonstrate and sustain leadership both individually and in association with other leaders:

1. **Local and institutional communities/groups/forums:** opportunities for informal leadership to emerge at various levels and domains and to interact with those in formal leadership positions. These can provide deep-level collective understandings around the commonality and diversity of concerns and practices. This can be useful in informing ongoing developments of an institution's OLE.
2. **Inter-institutional communities/groups/forums:** these more formalised opportunities, as facilitated by national, state and regional bodies, provide opportunities for developing a breadth of understanding of national and international developments with OLEs, in collaboration with significant other leaders in the national and international sectors.
3. **Internal conferences:** on learning, teaching and technology often allow staff to informally showcase their online teaching, and make connections across faculties, campuses and disciplines, helping to build with others the capabilities required to more formally lead within and beyond their institution. These events can give senior leaders a breadth of insight into the various and diverse uses of the OLE to enhance quality learning experiences and outcomes.
4. **External conferences:** which might be educational or commercial, provide extended opportunities to connect with knowledgeable others nationally and internationally. They provide opportunities for developing or expanding OLE research and development agendas and programs through such interactions, and to project leadership know-how well beyond the employing institution.
5. **Internal research and development projects:** OLE research and development projects can be funded at faculty and/or institutional levels. Bidding can be framed around organisational strategic directions and commitments. Projects can involve multidisciplinary and cross-functional teams providing new forms of project-based, shared leadership opportunity and responsibility. Projects can help create or at least realise strategic intent in a deep fashion as related to particular disciplines, fields or programs. Their outcomes can be institutionalised and scaled when of broad relevance, and this can in turn generate further distributed leadership engagement in the organisation.
6. **External research and development projects:** internal projects can be a springboard to externally funded projects of national significance. Such internal projects can focus on questions and topics of national significance, and a number have been funded by Carrick/ALTC/OLT in the OLE space. They open up distributed leadership through inter-institutional partnerships with a strong focus on research-informed development and dissemination. Leaders can both foster distributed leadership through the project and connect findings to a range of relevant leaders within the host institution.
7. **Internal teaching/learning/technology fellowships:** fellowships can provide faculty staff with opportunities to interact with their peers in other faculties and with central staff. They can provide the time and support for leadership know-how to be developed within a supportive peer group. Fellowships can provide the basis for further development of leadership through projects, and Fellows might continue their work through institutional and faculty forums, communities of practice and networks.

8. **External teaching/learning/technology fellowships:** these may be supported by the national teaching and learning body, or professional associations. They provide opportunities for high level mentoring and 'critical friend' support from acknowledged leaders in higher education nationally and internationally. These can lead to new collaborative opportunities of significance to the staff member's institution and the sector.
9. **Centrally and locally provided workshops, seminars, training and other information sharing channels and sessions:** staff can develop leadership through running such activities or develop important contacts through active participation. Opportunities for individual and collaborative forms of professional learning away from the immediate pressing demands of specific work activities to be undertaken can stimulate staff to appreciate other contexts and develop richer perspectives. Such staff in interaction with each other can demonstrate important forms of collaborative leadership, and bring shared commitments back to enhancing local OLE practices. Increasingly, institutional information sharing is occurring via social media environments that are open to anybody with relevant expertise to lead discussions or share intelligence on OLE developments.
10. **National and international partners, including benchmarking exercises:** usually these are strategic initiatives pooling expertise amongst those in formal leadership positions across various institutions. They may involve major OLE benchmarking activities or consortia offering a range of online courses. Having the capabilities in working effectively with the distribution of high-level leadership in such arrangements becomes a critical success factor.
11. **Course/program (re)accreditations and course advisory groups:** in Program Director-type roles, shared leadership capabilities are required in undertaking major course/program (re)accreditations in dealing productively with more senior internal leaders and colleagues, and external leaders on course advisory groups. Increasingly, major program (re)developments need to be cognisant of the developing affordances of the institution's OLE in order to achieve fully intended program learning outcomes and aligned statements of institutional graduate attributes. Effective leadership at the program level can lead on to further higher level teaching/learning leadership positions with their own accompanying distributed leadership challenges.
12. **Development of staff as unit/course chairs, course/program directors/coordinators, Associate Heads of schools and faculties, Heads of School and Deans, or senior executives through formal leadership development programs:** off-the-job leadership development opportunities are still important for teaching/learning leaders at different levels of the academic management hierarchy. Such leadership development opportunities can be more valuable when they require a mix of leaders at different levels, in different roles and in different groups to work together on some relevant and important action learning project addressing a real institutional need. Such projects demand effective distributed leadership with participants needing to develop and demonstrate distributed leadership know-how to achieve desired solutions.

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Appendix A: OLE Institutional Profile Matrix template

Profile attribute	Detail
Background	
Number of students	Number of students broken down into on/off campus or multimodal, local/international, full-time/part-time, undergraduate/postgraduate, local/international
Number and location of campuses	Number and location of local/international campuses and any partner teaching organisations
Strategic and operational plans	
Relevant plans and purposes	List all relevant plans, their purpose, their terms of reference Consider strategic plans, teaching and learning plans, information and communication technology plans, academic plans, learning and teaching strategies, operational plans
Approach to teaching and learning in general	Detail the agenda/vision for teaching and learning in general
Approach to the use of online teaching and learning	Detail the agenda/vision for online teaching and learning specifically
Models for online, distance, blended and flexible education	
Key student markets and modes of enrolment	Detail student markets; state of enrolments in the various modes (e.g. undergraduate, postgraduate, on/off campus, local/international)
Models used to incorporate online learning environments (OLEs) into program offerings	Detail how online environments are being used within course curriculum
Policies and codes of conduct	
Relevant institutional policies	List all policies relevant to online teaching and learning
Codes on online conduct	List all policies relevant to the use of online environments
Review of policies and codes	Explain how these policies are reviewed and kept up to date
Technologies used	
Key corporately supported technologies	List all of the corporately supported technologies used in teaching and learning
Other technologies used	List other technologies used that are not corporately supported
How are they integrated	Explain how these technologies are integrated
Provision of technical help and support	Detail who provides technical help and support
Stage of deciding upon or implementing your learning management system (LMS)	Explain at which stage you are at in regards to a learning management system (LMS)

Profile attribute	Detail
Professional development and training	
Professional development and training provided	In regard to your OLE, list the training that is offered
How are these opportunities provided	Explain in what modes the training is provided
Who provides opportunities	In regard to your OLE, list who provides this training
Educational help and support mechanisms	In regard to your OLE, list who provides help and support
Evaluation of professional development, training and support services	Explain how the professional development, training and support facilities are evaluated
Design, development and production of digital resources	
Types of educational / instructional / learning design services provided	List the educational / instructional / learning design services provided
Type of media development and production services provided	List the types of media used to provide the educational / instructional / learning design services
Evaluation of design, development and production services	Explain how the educational / instructional / learning design services are evaluated
Evaluation and research	
Data collection on the effectiveness of your OLE	Explain what data is collected on the effectiveness of your OLE
How is data used to improve the OLE	Explain what is done with the data collected
Special research undertaken into your OLE	Explain any other research that is undertaken into your OLE
Contributions of relevant organisational areas	
Teaching and learning centre	Explain what role the teaching and learning centre has
Other divisions	List other divisions that may impact your OLE
Faculty-based groups	Explain the role of faculty-based groups have
Organisational support arrangements	Explain how organisational support is organised; e.g. central, decentralised
Key leadership personnel	
Key categories or types of leadership involved in the OLE	List the key leadership roles involved in the OLE
Number of staff involved in leadership roles	Detail how many staff are involved in OLE leadership roles
Mechanisms in place to align leadership contributions	List the mechanisms/boards involved in the leadership of the OLE
OLE governance	
Institutional committees and groups which deal with OLE matters	List the institutional-level committees and groups which deal with OLE matters
Faculty committees and groups which deal with OLE matters	List the faculty-level committees and groups which deal with OLE matters
Committees' and groups' purposes or terms of reference	List the purpose and terms of reference of each of the committees and groups
How do they relate to each other	Explain how these various committees and groups relate to each other

Profile attribute	Detail
Benchmarking	
Any activity undertaken	Detail any activities done in regards to benchmarking
Offshore and dual sector operations	
Offshore and dual sector operations	Detail any offshore and dual sector operations
Strengths and weaknesses	
Strengths of the management of your OLE	List the strengths of the current management of your OLE
Weaknesses of the management of your OLE	List the weaknesses of the current management of your OLE
Relevant reports	
Relevant reports that have been produced	List all reports relevant to your OLE
Relevant websites	
Relevant websites that have been developed	List any websites developed that are relevant to your OLE
Conclusion	
Conclusion	What conclusions can you draw about the general facilities and management of your OLE

Appendix B: Learning technologies used across the sector

As at 13 April 2011

Australian universities	Area responsible for overall management	Learning technologies used	Information source
Australian Catholic University	Learning and Teaching Centre Within the office of the DVC (Students, Learning and Teaching)	LMS – Blackboard – being replaced by Desire2Learn Specific tools: Mail, Chat, Threaded Discussion, Group Manager, Journal Discussion, Blog Discussion; web 2.0 technologies: Online journal, wikis, blogs, Facebook, MySpace, del.icio.us; other technologies either used or staff wanted to learn about them: podcasting, Skype, Moodle, Lectopia, Camtasia, Elluminate, Sakai, iTunes, Second Life	<www.acu.edu.au/student_resources/elearning/staff/links/> Report on the findings of: *An exploration of the staff experience associated with online teaching and learning at ACU* Dr Annette Schneider rsm Ms BJ Johnson Dr Donna Gronn Dr Alanah Kazlauskas 16/2/2010
Australian National University	Division of Information Academic Support & Client Services – Learning Management Systems Resource Management & Planning – Teaching and Learning Environments	Moodle 1.9.6, Sakai	<http://information.anu.edu.au/about_is/doi/doi_functional_groups.php>
Bond University	Office of Quality, Teaching and Learning (QTL)	iLearn@Bond(Blackboard LMS) Integrated tools: Turnitin, Teams LX (wikis), Journal LX (blogs), Podcast LX, Advanced Groups, Event Signup, Student Evaluation of Teaching – evaluation KIT, Curriculum Review / Assurance of Learning UTS – SOS, Mobile Learning – iPad Trials, Clickers & Turning Point software, Camtasia, iTunesU	<www.bond.edu.au/about-bond/quality-teaching-and-learning/office-of-quality-teaching-and-learning/ilearn@bond/index.htm#toc1>

CQUniversity	Office of Learning and Teaching Within the Office of the DVC (Academic and Research)	Moodle 1.9 Elluminate, Webex, Turnitin, Camtasia, Captivate, Mahara	<http://cqunitech.cqu.edu.au/FCWViewer/view.do?site=838> ACODE
Charles Darwin University	Office of Learning and Teaching Quality Within the Office of the Pro Vice-Chancellor Learning, Teaching and Community Engagement	LearnLine (Blackboard Learn 9) Wimba Classroom (virtual classroom), Wimba Voice Tools (web-based voice tools that facilitate and promote vocal instruction, collaboration, coaching and assessment), Safe Assign, blogs, streaming video and audio, REACT, Respondus, Camtasia, Snagit, Captivate	<http://learnline.cdu.edu.au/t4l/elearning/implementing.html#range> ACODE
Charles Sturt University	Division of Teaching and Learning Services (LTS) Within the Office of DVC (Academic)	CSU Interact (Sakai framework) Adobe Captivate (eSims), Equella (Digital Object Management System), EASTS (Electronic Assignment Submission Tracking System), Forums, PebblePad, Interactivity, Interactive Video Teaching, Wimba Classroom (online meeting), PoDs (Places of Design), Turnitin, Second Life	<www.csu.edu.au/division/landt/resources/resources.htm> ACODE
Curtin University	Office of Assessment, Teaching and Learning Within the Office of the DVC (Education)	LMS – Blackboard Campus Pack integrates with Blackboard and includes blogs, wikis, personal journals and podcasts, Turnitin, Echo360, Camtasia, Elluminate, iLecture, iPortfolio (in-house), Lectopia	<http://cel.curtin.edu.au/> ACODE
Deakin University	Institute of Teaching and Learning Within the Office of the DVC (Academic)	DSO (LMS – Blackboard WebCT to Desire2Learn) Turnitin, Elluminate Live, blogs, learning repository, iLecture, social software (Drupal-SMF, Gallery2, MediaWiki), Respondus, StudyMate	<www.deakin.edu.au/itl/>

Edith Cowan University	Centre for Learning and Development Within the Office of the PVC (Teaching and Learning)	LMS – Blackboard 8.5 (moving to 9.1) Course Management System, Web 2.0 technologies – MindMeister (mind maps), Prezi (presentations), xtimeline, Xtranormal (movies), WordPress, MyLecture (lecture capturing), BrowseAloud, Turnitin	<www.ecu.edu.au/learning-and-development/>
Flinders University	Centre for Educational ICT Within the Office of the PVC (ICTS)	Flinders Learning Online (Blackboard Vista 8.3), changing to Moodle in 2012 Adobe Connect, Captivate, Shado (CMS), blogs, Safe Assign (plagiarism software), lecture recordings, PebblePad, Confluence, Second Life, wikis	<www.flinders.edu.au/teaching/ict-in-education/technology-and-tools/> ACODE
Griffith University	Information Services (Learning and Teaching) Within the Office of the PVC (Information Services)	Learning@Griffith, Blackboard 8 Learning Activity Management System (LAMS), Learning Object Repository, Lecture Capture, podcasting, Expo (wikis and blogs), Lightweight Chat (online chat), Wimba tools, Safe Assign, Grade Centre	<https://intranet.secure.griffith.edu.au/computing/blended-learning-support/using-learning-at-griffith>
James Cook University	Teaching and Learning Development Within the Office of the Senior Deputy Vice-Chancellor	LearnJCU Safe Assign, Grade Centre, eLectures, blogs, wikis, chat and virtual classroom, Journal, Captivate	<www.jcu.edu.au/tld/>
La Trobe University	Curriculum, Teaching and Learning Centre Within the Office of the PVC (Curriculum and Academic Planning)	Learning Management System – Blackboard WebCT CE6, from Sem. 1, 2011 moving to Moodle Insight (digital image collections), Lectopia (lecture recording), Respondus (creating and managing assessment), Turnitin, Elluminate Live, PebblePad, Podcast	<www.latrobe.edu.au/teaching/> ACODE

Macquarie University	Learning and Teaching Centre Within the Office of the Provost, DVC (Academic)	Blackboard (WebCT –CE6) – moving to Moodle iLecture – moving to Echo360 (initially for delivery only), Turnitin, Evasys, coupled with Crystal Reports – student evaluation system, Confluence, Wimba Voice Board, limited use of LAMS, Mind Touch Deki-Wiki, limited personal videoconferencing (presently Connect but have also used Live Classroom), enterprise videoconferencing, Gmail Trialling iTunes U, iLecture video-capture, Wimba Classroom and Adobe Connect, Second Life, Curriculum Mapping and Online Unit Guide tool	<www.mq.edu.au/ltc/>
Monash University	Centre for the Advancement of Learning and Teaching, Office of the PVC (Learning and Teaching) Within the Office of the DVC (Education)	Virtual Learning Environment (VLE)@Monash – a joint initiative of the Office of the Pro Vice-Chancellor (Learning and Teaching), ITS and the eEducation Centre Moodle, Google Apps (email, calendar, chat etc.), Mahara, MeTL (developed by the eEducation Centre) is a software that uses inking on Tablet PCs	<http://sites.google.com/site/monashvle/home>
Murdoch University	Educational Development Unit Within the office of the Acting DVC (Academic)	LMS (WebCT CE8) Lectopia (lecture recording), PebblePad, Turnitin, Wimba Classroom (virtual classroom), Respondus (importing online questions), WordPress	<http://our.murdoch.edu.au/Educational-Development/Educational-technologies/>

Queensland University of Technology	Learning and Teaching Unit Within the Office of the DVC (Teaching Quality) Learning Environments and Technology Services (LETS), in the Division of Technology, Information and Learning Support (TILS), provides a range of IT and OLE support services to students and staff	Blackboard 9 (upgrading to 9.1 in July 2011) Discussion forums, chat, Elluminate Live, Virtual Classroom, group rooms, blogs, wikis, journals, OWL – Open Web Lecture, Portfolios, Safe Assign, MELT Labs (in-house), Second Life, Confluence	<www.qut.edu.au/about/learnteach.jsp>
RMIT University	Education Technology Advancement Group Within the Learning and Teaching Unit Within the Office of the DVC (Academic)	Blackboard 9.1 Turnitin, blogs and wikis, ePortfolios, Lectopia (lecture recording), Library e-resources, personal response systems, WebLearn (in-house quizzing/testing tool), Elluminate Live, Learning Content Management System (Equella), Access Grid, videoconferencing (Tandberg), Media Annotation Tool (in-house), iLabs and Sahara (remote labs applications), interactive whiteboards (Teamboard), AV standardisation in learning spaces	<www.rmit.edu.au/browse;ID=1y3oijvcg0jf>
Southern Cross University	ITS within the Office of the CIO	Blackboard WebCT Vista 8 (under decision) Wikis, blogs, Elluminate, podcasting	<www.scu.edu.au/teachinglearning/index.php/8/> Unavailable due to recent changes

Swinburne University of Technology	Swinburne Professional Learning Under Academic Director within the Office of the DVC (Academic) Learning Technologies looked after by the Information Systems Group within the Information Technology Division	Blackboard 8	<www.its.swinburne.edu.au/about/departments/information_systems/index.html>
University of Adelaide	Centre for Learning and Professional Development Jointly managed by CLPD and ITS	MyUni – Blackboard 9 Wimba Classroom, Wimba Voice Tools, Pronto, Turnitin, Safe Assign, Camtasia, Wimba Create and Snagit, Equella, Mahara, Moodle, Articulate (eSimulations), LAMS	<www.adelaide.edu.au/clpd/online/> ACODE
University of Ballarat	Centre for Learning Innovation and Professional Practice	LMS (Blackboard 8) Turnitin, Elluminate Live, Mahara, iTunes U podcasting, blogs and wikis, online surveys, AccessGrid, Moodle	<www.ballarat.edu.au/about-ub/organisation/portfolios/learning-and-quality/> ACODE
University of Canberra	Teaching and Learning Centre (TLC) Within the Office of the DVC (Education)	LearnOnline (Moodle 1.9.6) Echo360, Mahara	<www.canberra.edu.au/tlc>

University of Melbourne	Office of the PVC (Teaching and Learning) Within the Provost's Office	LMS (Blackboard 8) Turnitin, QuizSpace, Praze, IdeaSpace, TalkSpace, Podcasts, Lectopia/Echo360, Respondus, Respondus StudyMate, blogs, wikis in Blackboard, Praze (peer review in-house), Ideaspace (blogging tool in-house), Talkspace (forum tool in-house), Access Grid (videoconferencing), Adobe Connect, Skype, EVO, Sakai (collaboration), 3-D (digital architecture space), personal response systems, Keepad in-house audience polling tool	<http://lms.unimelb.edu.au/elo/desdev.html> <trs.unimelb.edu.au> ACODE
University of Newcastle	Centre for Teaching and Learning Within the Office of the DVC (Academic and Global Relations)	Blackboard Turnitin, Lectopia, Rubrics	<www.newcastle.edu.au/unit/centre-for-teaching-and-learning/>
University of New England	Teaching and Learning Centre Within the office of the Senior Deputy Vice-Chancellor and Deputy Vice-Chancellor (Academic)	Blackboard WebCT CE6 (Sakai), moving to Moodle 109 e-Submission, Turnitin, blogs, Wimba MyUNE, Mahara, discussion forums, blogs, Facebook, Kaltura, Camtasia Relay	<www.une.edu.au/tlc/academicdevelopment/resources.php>
University of New South Wales	Learning and Teaching @UNSW Within the Office of the DVC (Academic)	Blackboard 9, Moodle 1.9 trial Lectopia, UNSWTV, My Media, Turnitin Similarity Detection Service, Wimba	<http://learningandteaching.unsw.edu.au/content/learning_systems/elearning_portal.cfm?ss=4>

University of Queensland	Teaching and Educational Development Institute and Centre for Educational Innovation and Technology Within the Office of the DVC (Academic)	Blackboard 9 Turnitin, Wimba, Lectopia, Second Life, iTunesU	<www.tedi.uq.edu.au/index.html>
University of South Australia	Learning and Teaching Unit Within the Office of the DVC (Academic)	Moodle Mahara, Echo, Gmail, Turnitin	<www.unisa.edu.au/ltu/>
University of Southern Queensland	Learning and Teaching Support Unit Within the Office of the PVC (Learning and Teaching)	LMS – USQStudyDesk (Moodle 1.9) Mahara, Wimba Collaboration Suit – virtual classrooms, voice boards and podcasting, ICE –corporate publishing system for course materials (print and online), EASE – home grown electronic assignment submission software, Computer Marked Assessment (CMA) – home grown system for summative assessment activities (quizzes, exams), lecture recording software and tools – Camtasia Relay V2 used for live lecture capture and Adobe Presenter used for pre-recording teaching sessions, online assessment tools –a number of third party and home grown modules, Turnitin, Sharepoint, Site Core – CMS (corporate website), Equella is used as a digital repository, Right Now – enquiry and assist software, USQ Facebook, YouTube and Twitter	<www.usq.edu.au/learnteach/ltsu>

University of Sydney	Sydney Elearning Within the Office of DVC (Education) & Registrar	Blackboard 9.1 Lectopia, WebCT CE8 only Sem. 1, 2011	<http://elearning.sydney.edu.au/>
University of Tasmania	Centre for the Advancement of Learning and Teaching Within the Office of the PVC (Students and Education)	MyLO – My Learning Online (BlackBoard Vista) Lectopia, Impatica (an add-in for PowerPoint that allows the creation of efficient narrated slide shows), WordPress, Confluence, Second Life, PebblePad, Elluminate, Respondus, Turnitin, Echo360, Equella Decision on LMS due by end of May 2011	<www.teaching-learning.utas.edu.au/> ACODE
University of the Sunshine Coast	Office of Learning and Teaching Within the Office of the DVC	LMS (Blackboard)	<www.usc.edu.au/University/LearningTeaching/LearningTeaching.htm>
University of Technology Sydney	Institute for Interactive Media and Learning Within the Office of the Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity)	UTSOnline (Blackboard) Online discussions, journals, blogs, wikis, announcements, email, virtual chat, quiz and survey tools, files and web links, SparkPlus (in-house developed group peer assessment tool), ePortfolios (Campus Pack and Chalk & Wire), ReView, Turnitin, grade mark and self and peer mark	<www.iml.uts.edu.au/>
University of Western Australia	Centre for the Advancement of Teaching and Learning Within the Office of the PVC (Education)	LMS (WebCT 8) Lectopia (lecture capture)	<www.catl.uwa.edu.au/> ACODE

University of Western Sydney	Teaching Development Unit Within the Office of the PVC (Learning and Teaching)	vUWS (Blackboard) EVO (web-based conferencing tool), Skype, Connected Classrooms, Elluminate, communication tools (announcements, email, discussion board, blogs, learning journals, wikis, group pages, personal and course calendars, personal and course task lists, Digital Drop Box, Student Roster, Virtual Classroom/Chat, Student Homepages, voice-based discussions, podcasting, quizzes, multimedia resources, lecture recordings, web links), Sharepoint, Confluence, Access Grid, Turnitin, Echo360, LAMS	<www.uws.edu.au/learning_teaching/learning_and_teaching/teaching_development_unit>
University of Wollongong	Academic Services Division Within the Office of the DVC (Academic)	eLearning@UOW (WebCT Vista 8), piloting Moodle 1.9.5 WordPress	<www.uow.edu.au/asd/index.html>
Victoria University	Within the Office of the PVC (Students and Learning and Teaching)	Blackboard (WebCT CE6) Turnitin, Elluminate Live, My ePortfolio, ReVU (lecture capture and podcasting), VU Communities, VU Wiki, Respondus (content creator), StudyMate, Equella (content creator and manager)	<http://tls.vu.edu.au/portal/index.aspx>
New Zealand universities	**Area responsible for overall management**	**Learning technologies used**	**Information source**
University of Waikato	Waikato Centre for eLearning	Moodle, Turnitin, Wimba, Panopto, iTunesU, Google apps	<http://online.waikato.ac.nz/wcel/services/moodle/>
University of Auckland	Academic & Collaborative Technologies Group, ITS	Cecil (homegrown LMS) Coursebuilder, Lecture recoding (homegrown), Turnitin, BBFlash/Camtasia, various software tools used by staff for teaching and learning managed by ITS, Centre for Academic Development, faculty IT staff	<www.auckland.ac.nz/uoa/home/about/teaching-learning/elearning>

Appendix C: Relationships between elements to ensure effective collaboration/communication

Relationships between elements

ELEMENT	Where is the leadership situated? (formally and informally)	What links each element? (i.e. the connections/ relationships)	Is this flow (a) logical? (b) well understood? (0–5 for each)	Are there any gaps? (Yes/No) If 'Yes', where are they? Implications?
Vision				
Strategy(ies)				
Planning				
Budget				
Management – of learning and teaching in general				
Management – of online learning in particular				
Other element – 1				
Other element – 2				
To what extent is leadership **(a) recognised by** **(b) developed by** **(c) aligned with** **the quality management of your OLE?**		**0–5 for each**	**Comments**	